**Dual Credit Workgroup Notes**

Tuesday, November18, 2014

8:30am-10:30am

**Attendees:** Rep. Tina Orwall, Joe Holiday, Melinda Ackerman, David Quinn, Tim Stetter, Lucas Rucks, Karen Landry, Joyce Carroll, Joyce Hammer, Terri Colbert, Nick Lutes, Scott Copeland, Scott Seaman, Matt Stevens, Linda Drake, Cody Eccles, , , Mike Hubert, Jene Jones, Gloria Martin, Rachel Burke, Barbara Dittrich, Joni Swanson, Ben Meredith, Noha Mahgoub; (Phone) Jane Sherman, Linda Fossen, Robert Lasker, Debbie Crouch; WSAC staff- Noreen Light, Jim West, Anne Messerly

1. **Updates**
   1. Use of Smarter Balanced scores
      1. Use of Smarter Balanced scores for placement into college-level coursework at public community and technical colleges (CTCs) and baccalaureate institutions (BIs) was reviewed. CTCs added language about Dual Credit placement to their agreement. Timing for 11th grade assessment does not work for registering for RS, either at the colleges or HS. The assessment results come too late in the spring. This could be a challenge.
   2. Legislation
      1. WSAC submitted the dual-credit bill. The Governor’s office will now review it and consider next steps.
      2. This bill reflect the workgroup’s hard work and recommendations.
   3. AP articulation and consistency
      1. AP is being discussed among the CTCs and they are creating a standardized chart for acceptance and award of credit for AP that will be considered in Winter (January) by the CTC Articulation and Transfer Council (ATC). The proposal would then be forwarded to the CTC Instruction Commission for approval in the spring. The CTCs will move on to similar work related to IB.
      2. BIs mostly accept a 3 on AP. Council of Presidents (COP) will build on CTC work once they (CTCs) have a draft completed. They will address this in 2015.
      3. Workgroup members expressed a strong desire to have alignment of what the scores actually are worth to students when they arrive at the colleges – general education requirements vs. general electives.
      4. IB has a new diploma series for Career and Technical students.
      5. Discussion of efficiencies of reviewing and revising policies of AP and IB at the same time, versus consecutively. This is difficult because work and details of the two are so different.
      6. What is the timeline for implementation? BIs will begin their work once there is a draft available from the CTCs.
      7. Recommendations to WSAC for inclusion in the next reporting and action cycle need to be done by June or July.
   4. Dual credit look-up tool
      1. This is a new tool that will be on ReadySetGrad. Students will be able to look up their AP/IB/Cambridge exam scores and see how they will apply as credit at various institutions. The workgroup viewed a demonstration of new system.
      2. Suggested using the School Counselor Association and OSPI’s Listserve for guidance counselors as communication venues for the new tool. There are also February and June conferences for school counselors.
      3. There is a value proposition inherent in this table that will speak to parents and legislators - not credits, but money saved. For example, how much per 5 credit class would be saved by taking AP, IB, and Cambridge? It is a database solution that perhaps could be linked to some averages costs at institutions? This may be difficult because costs vary among institutions and some tuition information is not easily accessible.
      4. Need to add the second level of IB exams to the test selection bank. We need IB differentiation - standard and higher level exams and how they are viewed by BIs. Put in ‘select test’ field.
      5. Oregon as a model- they have done a good job on dual credit AP/IB crosswalks.
   5. WCHSCR Dual Credit Commission and winter workshop
      1. The Dual Credit Commission was established under WCHSCR to provide a forum for dual credit practitioners to communicate and collaborate, particularly around effective practices.
      2. Running Start coordinators have been meeting twice yearly, but other dual credit instructors/administrators have not had opportunities to convene on a regular basis.
      3. Concept is to provide forums for broader dual credit sharing, while still allowing time for work-alike groups to meet.
      4. Valerie Fry is chairing the commission and is tentatively planning a Dual Credit Winter Workshop.
2. **Advanced Study Credit-by-Exam Acceptance Policies at Washington State Public Colleges and Universities** by Rachel Burke, TESC andGloria Martin, Olympic College

**Report and PPT will be posted here:** [**http://wa-dualcredit.wikispaces.com/**](http://wa-dualcredit.wikispaces.com/)

* 1. Presentation on research based upon the questions raised in HB 2285 (Prime sponsor, Rep. Orwall) and findings. The purpose was to review two- and four-year institutions’ policies for awarding credit for exam-based dual credit programs, and to make recommendations on how to improve these practices.
  2. Question: What do high school students and parents want to know?
     1. Can I get credit for my AP/IB/ Cambridge exams in WA?
     2. How much credit will I get?
     3. What kind of credit will I get?
     4. Will I be able to graduate sooner?
     5. How much money will I save?
  3. Do public colleges and universities offer credit for AP, IB, and Cambridge?
     1. All colleges recognize AP
     2. All public BIs recognize IB, most CTCs (26/34); (note: IB courses may not articulate with technical college programs)
     3. Two BIs (UW and Western) recognize Cambridge; no CTCs.
  4. How much credit can I get?
     1. Depends on scores; minimum score school accepts; number of exams the school accepts.
     2. Level of IB exam (standard level [I yr] or higher level [2 yr]) is a factor.
  5. Type of credit being awarded
     1. General education credit vs. elective credit?
     2. Varies based on institution policies – elective credit it is not as helpful, in most cases.
  6. Minimum scores – AP- 3 for BIs and CTCs, IB- 4 and 5s (only for some BIs and CTCs)
  7. Number of credits depends on exam score and colleges’ policies. Example: score of 3 = 5 credits, 4 = 10 credits, 5 = 15 credits.
  8. Number of exams that schools will award credit for also varies.
  9. The report will be posted to Wiki in December with many charts. We reviewed a few charts from the report.
     1. COMMENT: Discussion of rigor of standard level IB exams vs. AP exams. A student is not required to take the AP course, but may sit for the exam, which may be paid for by the state. IB student must sit in the course, take IB exam, paid by the state. IB student gets no college credit for standard level IB exam. Art in IB for example uses the same text as Art at UW.
     2. COMMENT: 3000 standard IB exams administered in WA last year, none accepted in WA BIs. These students may be going to out-of-state colleges to get college credit for their IB work in high school.
     3. COMMENT: Federal government used to cover the cost of registration and exams for IB; state stepped in, covered.
     4. COMMENT: On the eastern side of the state, IB is less prevalent and the colleges don’t award as much credit as on the west side. Programs are implemented but colleges are not notified. Better communication between the high school and colleges about implementation of new programs would be helpful. Otherwise, admissions offices aren’t sure what they’re looking at (example: Cambridge program). Internationally, the higher level exams are counting towards the 13th year. It may be that the standard level could count but we need to look at it as a group.
  10. Need better consistency and transparency in communicating to students. Some colleges put information about dual credit under freshman admission, some under apply for admission or under Running Start. Then it goes to prior learning assessment or in transfer, or in international. This is not helpful for students/parents.
  11. Findings
      1. Differences in policies across colleges
      2. Policies are hard to find
      3. Students’ can’t always tell what their credits will be worth before they’re admitted
      4. These programs don’t guarantee college credit
      5. High school to college data is not yet available.
  12. **Recommendations for colleges:** evaluate policies, especially for IB and Cambridge; make information easy to find on websites; provide prospective and enrolled students with information so they can make informed decisions.
  13. **Recommendations for HS**: promote opt-out instead of opt-in; explore options such as College in the HS as an alternative to or in conjunction with, credit by exam.
  14. **Recommendations throughout the system**: continue to build linkages between K-12 and postsecondary data systems; assess data to determine how student’s participation in these programs correlates with college graduation rates and time-to-degree.
  15. Report will be posted to website and [wiki](http://wa-dualcredit.wikispaces.com/).

1. **OSPI Dual Credit Report**

The final OSPI Dual Credit Report will be submitted to the Legislature Jan. 1st. Please note the following findings are **draft** conclusions.

* 1. There has been a substantial increase (8.2%) in students participating in dual credit programs since last year, with the exception of Tech Prep. This is because Tech Prep lost all federal funds which were critical to the development and maintenance of agreements between colleges and school districts.
  2. Students take an average of 1.4 dual credit courses per year
  3. 9th grade enrollments in AP have increased by 306% since 2011
  4. Dual credit participation has increased in all races except American Indian/ Alaskan Native, which dropped by 3.9 percent since 2011.
  5. Student served by Special Education or Bilingual programs have also seen decreased enrollment in dual credit offerings over the past four years (5.6 percent and 8.6 percent respectively).
  6. There have been increases in participation rates among Free/Reduced-Price Lunch program students between 2011 and 2014 (16.5 percent increase).
  7. Students served by gifted programs have seen strong growth (35 percent) in participation over the past four years.
  8. Dual credit programs exclusively offered at the high schools, such as AP, IB, and Cambridge, continue to grow. College in the High School and Running Start are also growing.  However, barriers such as college/university fees and transportation can adversely impact underrepresented student populations’ participation.

1. **Developing a Work Plan for 2015**
   1. **Idea:** 50,000 foot view- focus in legislature is cradle to career, so we need to focus on brain drain of students leaving state because they do not get IB credit, etc. Provide a continuous pathway for students (IB).
   2. **Idea:** what are the fiscal issues related to providing these programs? For example, school pays $11,000 per year to participate in IB. Also cost of exams, multiple funding streams, and waivers. Understand the fiscal issues--- are there financial disincentives for schools to participate in certain programs?
   3. **Idea:** How ready are students when they complete these tracks? For example, do students need to be set back after being accepted. Oregon experience – reducing time to degree is important. They did dual credit studies, compared first sequence of course through exam and second course in sequence in college and found no difference in success between these and students taking sequence at college. OSU did the research.
   4. **Idea:** Articulation and alignment (e.g. Tech Prep). We’ve had high school to college relationships, but there is inconsistency between colleges. Clark College has a competency based agreement with 16 HS-based allied health programs. (See [video](http://wa-dualcredit.wikispaces.com/Credit+through+Course+Completion) on Clark program.) Blake Bowers is doing this at Clark College.
   5. Once competencies are met, then the college credits are awarded and students go into allied health two year programs. Also looking at manufacturing. We don’t have a statewide articulation agreement. Tech Prep was relational in nature in the past. This is a big gap since Tech Prep is the largest dual credit program.
   6. **Idea**: Are Centers of Excellence (CoE) working in this area? Blake is in touch with Allied Health CoE at Walla Walla. Have worked with a few of these but it has not been looked at across the state.
   7. **Idea:** Is it part of the workgroup’s scope to look at certification and professional development of staff in HS teaching these dual credit courses? Yes, quality of instruction is part of the recommendations from Phase I of the work. Are there alternate routes for credentialing faculty at HS, especially rural HS? What can we do to inform students in teaching programs to know what they need to do to be eligible to teach dual credit?
   8. 6552 provided last year for tech courses counting towards HS graduation requirements and college entrance. Could we identify these courses that then might articulate to college level coursework?
   9. Other considerations:
      1. After the 2015 legislative session?
      2. RS, transportation, books, fees?
      3. College in the HS: quality assurance standards?
      4. Subgroups? Sequencing of our work? Timeline for work?
      5. Any policy recommendations must be submitted to the Council by June or July 2016.
2. **Next meeting**
   1. Would the workgroup like to schedule meetings as they go, or have set dates (e.g. the third Thursday of every other month)? Group consensus was to have set dates, and schedule the meetings all at once so workgroup members could have them on their calendars.
   2. Noreen will send out Doodle Polls to determine future meetings dates
   3. Noreen will send a draft workplan for 2015 using today’s ideas and solicit feedback via e-mail from the workgroup

**Questions?** Contact Noreen Light, 360.753.7811 or [NoreenL@wsac.wa.gov](mailto:NoreenL@wsac.wa.gov)